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PSYCHOLOGICAL FACTORS RELATING TO
DELINQUENCY REVEALED IN CASE HISTORIES
OF BOYS AT THE BOYS INDUSTRIAL SCHOOL
TOPEKA, KANSAS

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

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Date

July 31, 1953

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Author

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PROBLEM

The purpose of this study is to determine the psychological factors relating to delinquency as revealed in the case histories of boys at the Boys Industrial School, Topeka, Kansas. An attempt will also be made to see if these factors form any definite pattern as measured by standard psychological tests or interviews.

As this study was made at the Boys Industrial School, Topeka, Kansas, it might be well to give a brief history of this institution.

History of Boys Industrial School

The Kansas State Industrial School for Boys was established by legislative act in 1879. It was located at its present site four miles northwest of Topeka on U.S. Highway 40.

At present the control of the institution is vested in an Advisory Commission on Institutional Management. This Commission is under the direction of the State Board of Social Welfare and was established by the Legislature of 1949 with a Supervisor of Institutional Management.

The laws provide that the probate courts or juvenile courts shall commit boys under sixteen to the State Industrial School who may be liable to punishment by imprisonment under any existing law of the state or who are incorrigible or otherwise judged to be delinquent. The school does not exist, as many believe, as a place of custodial care, but rather as a rehabilitation center. The school would like to receive only those children who are persistently delinquent and for whom the community resources are not available for treatment. For the school to be used as a depository of children with major physical abnormalities (deafness or blindness), mental deficiencies, or

psychotics would be defeating its present purpose. It is best equipped to provide treatment and education for emotionally disturbed and socially maladjusted preadolescent and adolescent children who need residential care.

The present population represents boys with intense problems -- those for whom community resources are inadequate to meet their needs. Boys have been admitted because dependency and neglect have had a damaging effect upon them and they now present a nature which inclines them toward antisocial behavior.

Over the past few years, eighty per cent of the boys admitted have been emotionally disturbed. This has been an important cause of their delinquency. They have been hostile to the point of rebelliousness towards adults, especially authoritative figures.

The remainder or twenty per cent have been socially maladjusted and not emotionally disturbed. They have been reared in a delinquent environment in which the social values were different from that in the society outside their homes and communities. Because of this, they did not develop a "conscience" with which to differentiate right from wrong. They have become delinquent as the result of training which has brought them into conflict with the standards of society.

The treatment of a boy at the Industrial School consists of developing good boy-adult relationships and social skills which tend to change their feelings and attitudes. This is extremely difficult in many cases because of the hostile feelings built up by the boy in connection with adults. Opportunity and friendliness are emphasized above suppression and punishment. The boys are treated individually, each program being

designed to meet the needs of the boy. Every activity in which the boy participates is expected to have some therapeutic value for him.

A clinical team is assigned to every boy as he enters. This team consists of a social case worker, a psychologist who tests the boy, supervisors of all the daily activities in which the boy engages, the director of home life, and the director of education. Its purpose is to evaluate the boy's progress in treatment and education. The boy is requested but not compelled to attend these conferences. He is encouraged to express his problems and needs and the progress that he has made towards a more satisfactory adjustment in meeting them. When the team feels that suitable progress has been made, it may recommend to the clinical director that a clinical staff conference be held to consider parole. The conclusion of the clinical staff conference is final, subject to review by the superintendent.

The average stay of the boys is about twelve months. Parole is based not on the length of stay, but on the response to treatment and improved adjustment. The placement plans are the responsibility of the social case worker. The home or foster home to which the parolee is to be sent is evaluated by the Child Welfare Division before the boy is released. Should it be found undesirable, parole is deferred until a more suitable home can be found.

There has been a remarkable change in the philosophy of rehabilitation. The early philosophy was that of punishment. This only tended to strengthen the hostility and harden the rebellious spirit of the boys. A period of education and training was then instituted. This concentrated on the development of information and skills and was enforced by punitive

measures with the hope that over a period of time it would change the child's behavior by fixing habits of good conduct. The results of this method were better, but still not satisfactory. The current program begun in 1944, is built around education and treatment adapted to the nature and needs of the boys individually and collectively. This has proved to be more effective as evidenced by a decrease in parole violators and more satisfactory adjustments made by the boys outside the school.

Juvenile Delinquent

Before proceeding any farther it might be well to define a juvenile delinquent. Since all of these boys have been committed to the school, they are assumed to be delinquent; also they are residents of this state. A legal definition of the delinquent is the following:

The words "delinquent child" shall include any child under the age of sixteen years who violates any law of this state or any city, town or village ordinance; or who is incorrigible; or who knowingly associates with thieves, vicious or immoral persons; or who is growing up in idleness or crime; or who knowingly patronizes any pool room or place where gambling devices are operated. (5)

METHODS AND MATERIALS

Permission was obtained from Superintendent J. D. Coldren of the Boys Industrial School, Topeka, to make this study of the boys in that institution. Because it was felt by the clinical staff that any additional testing or interviewing of the boys would interfere with their treatment program, permission to do this was withheld. It was felt by the staff that free access to all the files would produce sufficient data to carry on this study.

All of the psychological tests were administered by a clinical psychologist assigned to the boy upon entering the school. In a very few cases the results of tests administered at the Kansas Receiving Home were used by the clinical staff. In such cases it was felt that to readminister these tests would only build up resentment and antagonism in the boy.

Many of the boys are interviewed by the psychiatrist as they enter. All are interviewed by a social case worker. These interviews help to reveal some of the feelings the boy has towards his family, school, community, and self. Some of the boys meet regularly for individual or group psychotherapy. The therapist in each case reports any remarks relating to his feelings in any of these areas.

An attempt is made to get a measure of each boys intelligence, achievement and personality as he enters the school. This is done by administering one or more of the following tests:

I. Intelligence

1. Wechsler Intelligence Scale for Children -- an intelligence test for children and adolescents giving a measure of their mental ability in both verbal and performance fields.

2. Terman-Merrill -- an intelligence test from which is obtained the mental age. Depends mostly on verbal ability.

II. Achievement

1. California Achievement Test -- a test in which the rating of accomplishment in the fundamental school subjects is measured. This rating is according to grade placement.
2. Stanford Achievement Test -- purpose is the same as above.

III. Personality

1. Sentence Completion Test -- a personality test in which the person is asked to finish a sentence, the first word or words of which are given by the examiner.
2. Rorschach -- a personality test in which the person relates to the examiner of what a series of ink blots remind him.
3. Thematic Apperception Test -- a personality test in which the person looks at a picture and then makes up a story about it including the past, present, future and the feelings and thoughts of the persons involved.

The specific factors noted in this study were:

I. Intelligence

By comparing the scores made on the Wechsler intelligence test with the norms, it was hoped to determine if this factor had any relationship to delinquency. Other studies have revealed that on certain subtests delinquents are superior to non-delinquents. The results will also reveal if these boys follow that pattern.

II. Achievement

Are these boys retarded and if so, to what extent? This retardation has been measured in mental age, chronological age and educational retardation. Retardation in the various subject fields as well as total retardation has been noted.

III. Personality

Through the study of the Rorschach factors such as experience balance, approach and contact responses, an attempt will be made to show the relationship of the deviations of these factors in the delinquent and the normal.

The specific factors considered in the Rorschach were:

1. Experience balance -- reflects the introversiveness or extroversiveness of personality.

2. Inner control -- acceptance of promptings from within as something positive and constructive, and not as an uncontrollable force which is constantly interfering with the security of one's existence.
3. Outer control -- an attempt to express one's impulses to contacts with the outer world in a form which does not violate the rational implications of a given life situation.
4. Repression -- lack of personal spontaneity. Fear of an inability to control the emotional impulses results in an attempt to repress the spontaneity of the reactions and to put in its place an impersonal, matter-of-fact, cold way of dealing with situations.
5. Maturity -- extent to which the subject seems to follow his natural inclinations, to possess tendencies to run away from himself, to fear his imagination, to shy away from his own ideas, to fear contact with the outside world, or to display other signs of insecurity or anxiety.
6. M -- human movement. Indicative of maturity, stability and imagination.
7. FM -- animal movement. Represents primitive instincts and drives.
8. FC -- response governed primarily by shape in which color consideration is included. Expresses control of emotional life by reason.
9. CF -- response governed primarily by color with some consideration of form. Expresses emotional instability and impulsiveness.
10. C -- response to color alone. Expresses tendency to passion, temper and uncontrolled emotional outbursts.
11. F% -- measure of emotional constriction and object identification. Per cent of form responses.
12. A% -- per cent of animal responses, an indication of stereotypy. Tells how closely the subject adheres in his percept to the most palpable form.
13. H% -- per cent of responses to human beings. Reflects interest in other human beings.
14. P% -- per cent of popular responses. Indicative of conformity of the individual.

15. S% -- per cent of responses to white background on card. Refers to some kind of opposition tendency of the subject.
16. W% -- per cent of responses to whole blot. Represents ability to synthesize, make abstractions, and usually implies freedom from undue constriction.
17. D% -- per cent of responses to large detail on the blot. Represents the practical intellect; symbolizes the common sense factor.
18. d% -- per cent of responses to small detail. Represents the capacity to pay attention to details.

Other factors considered were feelings of neglect, inferiority, rejection, type of discipline in the home, family integration, broken home, sibling rivalry, illegitimacy, employment of mother, other family members that are in or have been in a penal institution, drunkenness, undesirable family character, overprotection by parents, step parents or foster parents, and child's dislike for school. This information was obtained from the case histories, interviews, and TAT stories.

All of the information was obtained from the case histories of seventy-two boys at the Boys Industrial School, Topeka. These cases were selected at random and represent about half of the present population of that institution.

RESULTS

TABLE I

Results on Wechsler test of intelligence

I.Q.	DELINQUENT			NON-DELINQUENT*		
	No.	Mean	S.D.	No.	Mean	S.D.
Full Scale	62	91.27	14.23	100	100.0	14.57
Performance	60	95.50	15.89	100	100.5	15.70
Verbal	59	88.91	14.05	100	100.0	14.60

*Norms obtained from Wechsler (11).

TABLE II

Differences between means of delinquents and non-delinquents

	S. E. Diff.	C.R.	% Sig.
Full Scale	8.73	3.65	.01
Performance	2.58	1.76	.10
Verbal	11.09	4.74	.01

The results show that the delinquent boys are somewhat inferior to the non-delinquents in full scale intelligence. The mean I.Q. for the delinquents was 91.27 while that for non-delinquents was 100. The critical ratio is 3.85 which is significant at the one per cent level.

This shows a high degree of statistical significance which would indicate that intelligence does have some relationship to delinquency.

The mean I.Q. score on the performance tests for the delinquents was 95.5, while for the non-delinquents it was 100.5. The critical ratio for these scores was 1.76, which is significant at the ten per cent level.

The degree of statistical significance on this part of the test is not high enough to warrant it as having any relationship to delinquency.

In verbal intelligence the delinquent earned a mean I.Q. score of 88.91, while the non-delinquents earned one of 100. The critical ratio for these scores was 4.74, which is significant at the one per cent level.

The high degree of statistical significance on this part of the test would indicate that it also has some relationship to delinquency.

TABLE III

Significance of difference between verbal and performance scores

	S. E. Diff.	C. R.	% Sig.
Delinquents	2.75	2.40	.02
Non-delinquents	2.14	.23	Not. sig.

These results show that the delinquent boys are higher on performance tests than in verbal tests in the Wechsler Intelligence Test. The critical ratio of 2.40 indicates a level of significance at the two per cent level.

This high level of statistical significance would indicate that verbal I. Q. is significantly below the performance I. Q. of delinquents.

The non-delinquents show hardly any difference between performance and verbal scores. The critical ratio of .23 is not significant at any level.

TABLE IV

Weighted scores on the Wechsler intelligence test
subtests for delinquents and non-delinquents

VERBAL	Norm*	Mean	PERFORMANCE	Norm*	Mean
Comprehension	9.81	8.71	Object assembly		10.22
Similarities		8.16	Picture arrangement		9.30
Arithmetic	8.8	7.60	Block design	10.8	8.85
Information	10.0	7.45	Picture completion		8.73
Vocabulary		7.28	Digit symbol	10.6	7.81
Digit span	9.0	6.29			

*Norms obtained from Wechsler (11).

The norms of all of these subtests were not available, however, those that are indicate that the delinquent is inferior in comprehension, arithmetic, information, digit span, block design and digit symbol.

The statistical significance could not be ascertained because of insufficient information on the norms.

The pattern formed by the delinquents in the verbal subtests does not coincide with that formed by the non-delinquents in the norms.

No calculations were made on the Terman-Merrill intelligence test scores because this test was administered to only eleven cases. Of these only two fell below the average I. Q. range (90-110). These scores were 44 and 85. The former indicates mental deficiency, while the latter would be considered dull-normal.

The general conclusion from these results is that on the average the delinquent is inferior to the non-delinquent in intelligence. His ability on performance tests is higher than that on verbal tests.

TABLE V

The results of achievement tests in grade position

	DELINQUENT			NON-DELINQUENTS*		
	Age	Mean	S.D.	Age	Mean	S.D.
Arithmetic Fundamentals	11-8	5.75	1.70	11-8	5.81	1.42
Arithmetic Reasoning	11-7	5.73	1.50	12-2	6.26	1.70
Reading Vocabulary	12-8	6.96	1.87	12-1	7.11	2.05
Reading Comprehension	12-3	6.43	.60	12-7	6.77	2.00
Norm				15-0	9.0	

*Forms for non-delinquents obtained from Glueck (6).

TABLE VI

Significance of difference between delinquent
and non-delinquent in achievement

	S. E. of Diff.	C. R.	S. E. of %
Arithmetic Fundamentals	.286	.209	Not sig. at .05 level
Arithmetic Reasoning	.264	2.01	.05
Reading Vocabulary	.117	4.10	.01
Reading Comprehension	.151	2.25	.05

The mean for delinquents on arithmetic fundamentals was 5.75, while for the non-delinquents it was 5.01. The critical ratio was .209 which is not statistically significant at the .05 level. This would indicate that there is very little difference in ability in arithmetic fundamentals between the delinquent and the non-delinquent.

On arithmetic reasoning the mean for the delinquent was 5.73 and for the non-delinquent, 6.26. The critical ratio for this was 2.01, which is statistically significant at the five per cent level.

The mean for delinquents on reading vocabulary was 6.96 while that for non-delinquents was 7.44. The critical ratio was 4.10, which is statistically significant at the one level.

The mean for delinquents on reading comprehension was 6.43 as

compared to 6.77 for that of non-delinquents. The critical ratio is 2.25, which is significant at the five per cent level.

Other scores obtained on this test which could not be compared with similar studies due to the lack of information were as follows:

TABLE VII
Other achievement scores

	(Grade) Mean	Educational Age
English - Spelling	6.3	12-2
English - Grammar	5.88	11-9
English - Total	6.45	12-3
Reading - Total	6.24	12-0
Arithmetic - Total	6.12	11-11
Total Grade Placement	6.05	11-11
Norm	9.0	15-0

The grade norm for the age mean of these boys is 9.0. This indicates educational retardation of three years.

These results indicate that the delinquents retarded in all subjects to a greater degree than are non-delinquents. This is to be expected, because the results of the intelligence tests indicate that on the average the delinquents are retarded to the non-delinquents.

TABLE VIII

Area and determinant responses on the Rorschach

	Total No. responses	Average No. responses	\pm S. D.	Normal \pm S. D.
W	331	6.62	3-10	6.73 2-10
D	552	11.04	4-18	14.08 7-21
d	87	1.74		2.59
S	17	.34	0-1	1.73 0-4
M	66	1.32	0-3	2.62 0-6
FM	71	1.42		
FC	62	1.24		
CF	31	.62		
C	7	.14		
C Score ($\frac{1}{2}$ FC + 1 CF + $\frac{3}{2}$ C)		1.45		1.34

*Norms obtained from Hertz (13).

TABLE IX

Degree of occurrence of other Rorschach factors

	Total No. Responses	Average No. Responses	%	Normal %
R	983	19.66 (11-28)		27.05 (18-36)
F +	534	10.68	79.35	88.8%
A + Ad	587	11.74	59.72	54.13%
P	76	1.52	7.73 (0-20)	25.55% (20-32)
Repression			69.78	75

*Norms obtained from Hertz (13).

Experience balance as measured by the ratio sum M: sum C was 66:72.5. This ratio is slightly greater than 1:1 in favor of the color and indicates a tendency towards extroversion.

Inner control as expressed by the ratio W:M is very good. The normal ratio is 3:1 whereas these boys had a ratio of 5:1. Inner control as measured by M:FM+m was found to be lacking. The normal ratio for this is human movement is greater than animal and mechanical movement combined. These boys had a ratio of less than one to one.

Outer control was strong. As measured by FC:CF+C the ratio was better than 1.5:1. This is consistent with the normal ratio. As measured by FC+CF+C: Fc+c+C', the ratio was 10:1. This also is consistent with the normal ratio.

These boys proved to be quite immature with a ratio of 6:1. This ratio is obtained from H+A:Hd+Ad which in the normal protocol is 2:1.

Social Factors

Failure to meet the emotional needs of a child result in an emotionally maladjusted child. This maladjustment is sometimes expressed in delinquent acts. Some of the factors relating to these emotional needs are listed in the following table. These factors were specifically stated in the case histories.

TABLE X

Extent to which social factors were found to be present among these boys.

	No.	% Delinquent	% Non-delinquent*
Neglect by Father	39	54.166	
Neglect by Mother	49	68.055	
Inferiority	7	9.722	18.4
Discipline-lax	17	23.611	14.8
Discipline-strict	16	22.222	5.15
Discipline-inconsistent	9	12.5	19.5
Family integration poor	46	63.888	.8
Broken home-divorce	21	29.166	45.1
Broken home-death	14	19.444	30.9
Rejection by Father	16	22.222	19.3
Rejection by Mother	21	29.167	4.4
Sibling rivalry	19	26.389	.4
Illegitimate Child	7	9.722	13.0
Mother employed	17	23.611	33.0
Criminality	15	20.833	24.26
Drunkenness	22	30.556	14.13
Conduct standards	19	26.389	54.10
Overprotective Parent	10	13.889	
Dislikes School	16	22.222	10.3
Parent substitute	27	37.5	12.0

*Non-delinquents taken from Glueck (6).

This table simply illustrates the degree to which these factors are present among delinquents and non-delinquents. Although we have no norm with which to compare it, neglect by the mother and father appear to be significant in that it is found in over half of the boys. Family integration is also an important factor in that 63 per cent of these boys come from families in which this was poor. Less than 1 per cent of the non-delinquent boys come from such homes. Rejection by the mother is of greater importance than rejection by the father. This could be because the boy has more contact with the mother than with the father and would therefore, be more prone to sense these feelings in what she says and does. Parent substitutes do not seem to have benefited the boys to any great extent. In the case of remarriage, the feelings of the children toward the new mate are not considered. If they are, and the feelings are undesirable, it is often felt that these feelings will improve with time. This adjustment is often times too great for the child and delinquency results.

The mean mental age of these boys was 13 years 7 months, while the mean chronological age was 15 years.

EXPLANATION OF RESULTS

Intelligence

The role of mental deficiency is mentioned in almost every study of juvenile delinquency. The early belief was that all delinquents were mentally deficient. Studies by Burt, Mann, Merrill, the Gluecks and others have proven this to be false.

The degree of significance between delinquents and non-delinquents on the full scale and the verbal subtests of the Wechler Intelligence Test was one per cent. This means that in one chance out of a hundred the delinquent will be superior to the non-delinquent in these tests. The per cent of significance in the performance tests was ten. This would mean that in ten cases out of a hundred the non-delinquent would be superior to the delinquent.

These boys, as well as the delinquents in Gluecks study, appear to be functioning at the lower end of the average range of intelligence. Despite this, they do have a high enough average intellectual capacity that they should be able to distinguish right from wrong with proper training.

Constriction found in the Roschach plus comments by the psychologists that the boy was not functioning at his full capacity indicates that these boys may be somewhat higher in intelligence than these tests revealed.

The delinquent boys are considerably higher on their performance scores than their verbal scores. The level of significance of two per cent indicates that in two chances out of a hundred the performance

scores will be less than the verbal scores; with the non-delinquents there was little difference between these scores. The critical ratio of .23 indicates that this difference is not significant.

The individual verbal subtests do not seem to form any definite pattern with regard to either delinquents or non-delinquents as revealed from the norms or Gluecks' (6) study. The performance subtests of this study follow the same pattern as that formed by the delinquents in Gluecks' (6) study. The performance pattern then might be considered typical of delinquents.

In general, it can be said that the delinquents are functioning at the lower end of the average range of intelligence. Their performance scores are superior to their verbal scores and this relationship indicates a definite pattern.

Achievement

There is no difference in the achievement of the delinquent and non-delinquent in arithmetic fundamentals, however, in arithmetic reasoning the delinquents are inferior. Reasoning requires more than knowing just the simple mechanics of arithmetic. To be able to read the problem and interpret it, to know what one is looking for and how to go about finding it are also necessary. This would require more mental effort than the delinquents may be willing to put forth. A study of the attitudes of the delinquents was not made, but judging from the achievement scores and the intelligence scores this attitude is one of getting by with as little effort as necessary.

The reading vocabulary of the delinquent is considerably lower than that of the non-delinquent. The size of the vocabulary will increase with

the amount of reading done. A study of the reading habits of these boys was not made. However, from other scores (achievement and intelligence), we can be reasonably sure that the amount of reading done is less than that for non-delinquents.

Comprehension of reading material is lower for both delinquent and non-delinquent than for vocabulary. The non-delinquents however, are still superior to delinquents in both of these.

The remainder of the scores listed in the results indicate that the delinquent child is retarded. There were no norms available with which to compare these scores. The total grade placement for the age mean of these boys is 6.05 or an educational age equivalent of eleven years, eleven months. The mean age for the group is fifteen. This indicates they should have a grade placement of 9.0. According to this, these boys have an educational retardation of three years.

As revealed elsewhere in the results almost one-fourth of these boys dislike school. A dislike of school usually means the child will be truant. This is one reason why some of the boys are at the Boys Industrial School. It is difficult to say whether the delinquency of these boys is caused by poor achievement or whether poor achievement is caused by the delinquency.

Frequent truancy is bound to affect the child's achievement because he will miss considerable work. Since he is operating at the lower level of the average range of intelligence, it would be more difficult for him to catch up. On the other hand repeated failures in school would tend to discourage him, causing him to become truant and delinquent.

Rorschach Factors

The average number of responses given by these boys was 19.66. Gluecks' (6) study revealed that non-delinquents gave a significantly higher number of responses than do delinquents. This also coincides with Endacott's (3) study. The Gluecks' (6) found the delinquents gave an average number of 23.3 responses to the non-delinquents average of 26.23. Endacott's (3) delinquents gave an average of 21.63 responses. The average number of responses on the normal protocol for non-delinquents is 27.05 according to Hertz (13), on the average delinquents give fewer responses than non-delinquents as revealed by these other studies. Sixty per cent of these delinquents gave a number of responses equivalent to those found within the normal range for non-delinquents.

As was stated earlier the S response is supposed to represent some sort of oppositional tendency. Because of this one might expect a large number of S responses from these boys. This, however, was not the case. The average number of S responses was .34 for the delinquent and 1.73 for the non-delinquent. If the S responses are given by predominately introversive persons, the opposition is assumed to be directed against himself, resulting in feelings of inadequacy, self-distrust, etc. If they are given by extratensive persons, the feelings are assumed to indicate defiance obstinacy, argumentativeness, etc. The protocols in this study present a picture of an extratensive person.

The average number of W responses in the normal protocol is 6.78. In this study the average was 6.62 responses. This symbol represents abstract ability, however, poor W responses are characteristic of low intelligence. An overabundance of W responses indicates compulsiveness. There does not appear to be any significant difference between the delinquent

and non-delinquent regarding this factor.

An average of 11.04 responses was obtained on the factor D. The average number of responses on the normal protocol is 14.08. Seventy-eight per cent of the delinquents gave a number of responses that fell within the normal range for non-delinquents. The proportion between W and D seems to be good, which indicates a tendency to use practical common sense.

The last symbol considered in the manner of approach is that of d. The average number of responses on the normal protocol is 2.89. These boys averaged 1.74 responses. This would indicate that they are critical to a normal degree in that they are aware of details. This awareness indicates attention to the task.

The average F + per cent of 79.35 was obtained in this study. The normal record contains 88.8 per cent. This is one of the factors indicating intelligence. The delinquents on the average being somewhat inferior to the non-delinquents would therefore be expected to have a lower F per cent.

The P per cent obtained in this study was 7.73; the normal is 25.55 per cent. This low P would indicate an egocentricity and a disregard for convention among these boys.

The average A per cent on the normal protocol is 54.13. In this study it was 59.72. Although there is no great difference here it might be well to mention that A per cent rises with inhibition, compulsive rigidity or depression.

H per cent was 12.72. There is no norm with which to compare it, however, Rapaport (10) says that "the disappearance or marked decrease of human responses in a record is an indication of maladjustment tendencies

within the normal range".

Experience balance indicates that these boys are slightly extra-tensive. The ratio of sum M: sum C in such a case should be sum M greater than sum C and just the opposite for an introvert. This means that the interest of these boys is centered in external objects and actions.

Repression or lack of personal spontaneity as revealed in this study was 69.68 per cent. On the normal protocol it is seventy-five per cent. This does not mean that these boys are free from repression. Klopfer (7) states that for a person to be free from constriction, this factor must not exceed seventy-five per cent and the number of F should not exceed fifty per cent. Since the protocols of these boys do not follow this pattern, they would be considered constrictive or repressed. This fear of an inability to control their emotional impulses forces them to deal with situations in a cold, impersonal, matter-of-fact manner.

The maturity level is indicated by the whole animal and human responses to the details of these same responses. The ratio should be 2:1 in favor of the whole responses. In this study it was 6:1, which would indicate considerable immaturity.

These boys appear to have good outer control; that is, they are able to "channelize" their impulses in emotional contact with the outer world into "proper" forms of expression.

Inner control as expressed by the ratio of W:M was 5:1. The most favorable relationship is 3:1. This suggests that these boys have a rather shallow, superficial creation of ideas with insufficient imagination to carry out ideas.

These Rorschach factors indicate that these boys are of low average intelligence. There is a tendency towards defiance, abstinacy and argumentativeness. The boys are rather unemotional in regards to their feelings and tend to be egocentric and nonconventional. In their contacts with others, they are cold and impersonal. A shallow, superficial creation of ideas with insufficient imagination to carry them out is also characteristic of these boys.

Social Factors

Neglect as used in this study refers to the parents inability to recognize the childs various needs and fulfill them. Of these boys fifty-four per cent were neglected by their fathers and sixty-eight per cent by their mothers. Information from other studies regarding this factor could not be found with which to compare it. The fact that it is present in over half the cases indicates that it must be an important contributory factor. The failure of the parents to fulfill these needs, both emotional and physical, would cause the child to seek satisfaction elsewhere. This often results in delinquent acts or associating with undesirable company. Mothers who were employed outside the house when there was another breadwinner in the family were considered neglectful. This may help account for the fact that more mothers than fathers were neglectful.

Feelings of inferiority often bring about a form of behavior known as compensation. This means that failing in one task, we seek to make up for it in another. Many forms of delinquent behavior do not require competitive effort, because of this it is much easier to slip into this type of behavior and fulfill that feeling of recognition. In Gluecks' (6) study

eighteen per cent of the non-delinquents had this feeling. From this one might conclude therefore that this has no relationship with delinquency as only ten per cent of these boys had this feeling.

One often hears the remark when a boy gets into trouble that the parents were either too strict or not strict enough in their discipline. In this study there is very little difference in the number of cases in which these two types of discipline are used. Since both are so high, this tendency to go to extremes does seem to be related to delinquency. Failure to reprimand the child when he has done wrong may cause him to develop false ideas as to what is right or wrong. The child knowing that he is able to get away with certain less desirable acts will soon graduate to behavior that is more undesirable.

At the other extreme the child may be constantly thwarted in what is normal behavior for his age because the parent fails to realize he is a child and expects him to act like an adult. For wrongs which the child has done, the parent is sometimes too severe in his punishment. He may be operating on the principle that the more severe the punishment, the less likely will the child be to behave in that manner again. Children usually know when they have done wrong and have set up their own standards of punishment. When the adult constantly exceeds these standards resentment is built up in the child against him. This resentment may be transferred to others in any authoritative capacity. The methods the child uses to react to this may be desirable or not as seen by others. To him they will be desirable in that they will be fulfilling a need.

Since both the lax and the strict types of discipline are so much higher than that found in Gluecks' (6) study, it is felt that this was an

important factor in the cause of delinquent behavior among these boys. Also the fact that these extremes are present in such large numbers strengthens this feeling.

Inconsistent discipline does not seem to be too important a factor in relating to delinquency. This assumption is made on the basis that a larger per cent of non-delinquents in Gluecks' (6) study were subject to inconsistent discipline than were these delinquents.

Family integration plays a definite role in delinquency. Constant strife within the family will cause the child to seek pleasant surroundings elsewhere. Behavior patterns are learned, usually in the family, as this is the group with whom he has the most contact. The tension built up in this hostile atmosphere must be released. The manner and place in which it is released may cause the boys to get into trouble. In a happy well adjusted family integration is very good. Gluecks' (6) study revealed less than one per cent of the non-delinquent boys came from homes in which family integration was poor.

Broken homes are usually considered as a cause of delinquency. The study of these boys reveals that broken homes occur quite frequently; however, they are considerably less than those of the non-delinquent as revealed in Gluecks' (6) study. A broken home means that there will be less supervision for the children. This added freedom gives them more opportunity to participate in delinquent behavior.

The cause of the broken home also appears to have some bearing on delinquency. Delinquency appears to be more prevalent in homes broken by divorce than in those broken by death. The reason for this might be that the child has been exposed to considerable conflict between the parents

before the actual separation took place. The delinquency is not caused by the separation, but by the events leading up to it.

Feelings of rejection by the mother were considerably higher than those by the father. Both of these are higher than those found in non-delinquents in Gluecks' (6) study. Feelings of rejection by the mother were twenty-five per cent higher. In this study more of the boys were rejected by the mother than father. This is just the opposite of the non-delinquents in Gluecks' (6) study.

To compensate for this feeling the boy may seek acceptances elsewhere or he may react by some form of aggression. Either or both may be undesirable and lead to further delinquent behavior.

Sibling rivalry was evident in over a fourth of the boys in this study. Glueck (6) found it in less than one per cent of the non-delinquents. Appearing in such a larger number of the delinquents, it is apparent that this rivalry fosters delinquency. Here again the child is not receiving the affection or attention he thinks he should. In compensating for it he may chose socially unacceptable methods.

Illegitimacy does not appear to have any relationship to delinquency. There is a stigma attached to this which is a great handicap to the child. In this study it occurs less frequently among the delinquents than it did among the non-delinquents in Gluecks' (6) study.

Employment of the mother outside the home allows little time for maternal supervision of the children. As a result of this, one would expect to find more delinquency among their children than among those of mothers who are not employed. This, however, is not true in this study. Employment of

the mother was found to be ten per cent less among the delinquents than among the non-delinquents studies by Glueck (6). This would indicate that employment of the mother is not as important a factor as one might think.

Criminality in the family was expected to play a very important part; however, it too was less than in the non-delinquent. If there was no stigma attached to the family, the boy might get along all right. It also affords the child more opportunity to come into contact with others who have participated in some form of anti-social behavior.

Over twice as many delinquents as non-delinquents had other members in the family who drank to excess. This often means that the family will have to be deprived of some of the necessities in order to supply that person with money for his spree. The behavior during these periods of intoxication is usually most undesirable.

The character of other members of the family was thought to be of some significance. This meant that there was immorality present, other members were bootleggers, etc. This was not included under criminality because there was no mention of arrests in any of the cases. Undesirable conduct standards were found among twenty-eight per cent more non-delinquents in Gluecks' (6) study than the delinquents in this study. Despite this it is felt by the writer that both this and criminality should be considered as vitally important. It may be that these factors are more prevalent among these boys, only it failed to be mentioned in the case history.

No comparative information could be found concerning overprotective parents. It was found in fourteen per cent of these boys. The child may

react to this in two ways; first he might feel the overprotection and rebel against it. Secondly, he may participate in delinquent acts, knowing that the parents will take care of him should he get into trouble.

Dislike for school appears to be significant in that it is twice as great among delinquents as non-delinquents. A dislike for school may actually be a dislike for the teacher. Whatever the cause there will be a tendency to escape this unpleasant situation. This will be done by truanting.

A parent substitute (foster parents or step-parents) would seem desirable in that it would provide more supervision of the child. Apparently this is not the case as three times as many delinquents as non-delinquents had parent substitutes. From the standpoint of the child it raises the question of whether or not it is advisable for the parents to remarry or place him in a foster home. With the acquisition of parent substitutes more control is gained over the child. At the same time a whole new pattern of life has been introduced to which the child must now adjust. Many times the parents fail to realize this and expect an immediate change in the behavior. When the child is unable to make this transition as rapidly as they would like, he is penalized and this leads to further maladjustment.

In Gluecks' (6) study an investigation of each of these factors was made. This was impossible in this study as no specific factors were set up to be investigated by those working with the boy. Because of this the results of this study may be considered to be somewhat conservative.

Parental neglect, poor family integration, rejection by the mother and sibling rivalry appear to be the greatest contributory factors to delinquency found in the social factors in this study. Conduct standards appear

to be of little importance when compared with Gluecks' (6) non-delinquents. Glueck (6) made a special effort to seek out all these facts, whereas it is not certain that this effort was made by those investigating these boys. Parent substitutes are not as effective a control of delinquency as one might expect. A reason for this might be that less regard is given to the delinquent boys feelings in regard to the acquisition of parent substitutes than to those feelings of the non-delinquent boys.

CONCLUSIONS

The general conclusions from this study are that the delinquent is inferior to the non-delinquent in intelligence. The delinquents ability on performance tests is greater than that on verbal tests. The performance tests appear to form a pattern when compared with those made in the study by the Gluecks. This lower intelligence means that the delinquent will have a more difficult time differentiating between right and wrong. This would cause him to be less discriminating in his choice of companions.

The achievement of these boys is less than that of non-delinquents. This is in all subjects except arithmetic fundamentals. The reason for this could be that the boy has more contact with this subject in every day life; also there is freedom from the verbal factor, only the mechanics being involved. The low scores obtained on the intelligence test are consistent with the low scores on these tests.

The Rorschach factors also indicate these boys to be of low intelligence. The high A and F responses are indications of this. The predominance of FM to M responses indicates that these boys are driven more by primitive instincts than by reason. Some uncontrolled emotion is expressed. The presence of C indicates that there is a tendency toward uncontrolled emotional outbursts. The low P% indicates a tendency towards nonconformity. This is substantiated by the fact that these boys have failed to conform to the standards set by society. The boys tend to be extroverted, that is predominantly stimulated from without.

The social factors indicate that these boys were handicapped by a poor home environment. This in addition to their low intelligence,

makes them more prone to delinquency.

None of these factors alone can be considered a cause of delinquency. They all seem to interact. The more of them that are present in the boy's environment, the greater his opportunity to become delinquent.

LIMITATIONS

As was previously stated, all of the data used in this study was obtained from the case histories of the boys. At times it was impossible for the staff at the school to obtain the information they needed from personal contact. It was therefore necessary for them to rely upon social workers in the respective county in which the boy lived. Nothing is known of the qualifications of these workers nor how much the history may be biased. Also the sheriff or probation officer may be depended upon to give the family history when he brings the boy in, as there is no one else available from whom to obtain it. Because of this there is the possibility of some error creeping in.

The norms from Glueck and Glueck's study were used because they were the only ones available, not because they were the most suitable. In all cases the norms used were not selected on the basis of their suitability, but on the basis of their availability.

Glueck and Glueck's study was made in Boston, a highly industrialized urban area. This is not strictly comparable to these boys, however it was noted that most of them came from urban areas (Wichita, Topeka, Kansas City).

The validity of the study would have been increased had the sample size been larger or if a control group had been available.

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APPENDIX

Elijah Age 14-9 Colored Court's Statement: Stealing and
runaway

Boy's Statement: None

Elijah is the third and only boy in a family of four. The mother's pregnancy was normal as was the baby's birth and early development. At the age of four he was treated six weeks at the hospital for stomach ulcers. At nine years of age he fell from a moving truck, fracturing a leg and knocking a hole in his head. At this time he was unconscious for six days. He has not been able to do average work in school since that time. There were school difficulties previously, however, there has been no advancement at all since the accident, and he has become a truancy problem. Elijah lived with his natural parents, however, the father was out of the home much of the time. The mother was reluctant to talk about the husband. The sister's stories conflict with those of the mother. The father is employed as a carpenter on Okinawa. The parents were separated ten years ago because of the uncouth life led by the wife. He had always sent money for the support of the family and persuaded them to move to a different environment. Four years ago he returned to try to make a go of the marriage, but this failed because of past memories. The three sisters attend school. The oldest sister is in the Girls Industrial School in Missouri. She is fifteen years old and the mother permitted her to keep company with an older man, living with him in Nebraska. She was committed to the Girls Industrial School and treated for syphilis.

All of the girls made good grades in school and were active in church.

Elijah took merchandise from the A & P Store in October of 1951. The previous week he was arrested for stealing corn from a box car in Kansas City, Missouri. No complaint was filed on either of these offenses and he was released on good behavior. In November of 1951 he was caught stealing junk and was placed on probation to his mother. In January, 1952 he attempted to burglarize a cafe and another place, but was frightened away. He was picked up for truancy and plans were made to send him to the Receiving Home. Before these were completed, he ran away and his whereabouts was unknown for two weeks. Upon arriving at The Boys Industrial School he was most cooperative and polite to the point of being absequeious. This was the result of his low mentality. His conversation centered around what he wanted to do. Realizing that he was practically illiterate, he desires to learn to read and write; by doing this he hopes to become a pilot, so that he might travel, have financial security and no reason to steal.

He resents his father because the mother shipped his sister and the father beat up the mother. To this he says he intends to even the score, "if its the last thing I do". His stupidity is realized by the rest of the boys in the cottage and a few attempts have been made to teach and protect him. Others have attempted to exploit him. He made one attempt to run away, but this failed when he told a stranger who notified the Boys Industrial School resulting

in his apprehension. His reason for running away was to find his father and even the score. He is industrious and volunteers for detail. There are auditory hallucinations which appear in his grandfather's voice only. These occur only in bed during awakened hours.

Psychological: (Full scale I. Q. 46, verbal 56, performance 48) Block design and digit symbol suggest organic brain damage. The Bender-Gestalt response of extreme perceptual distortion confirm this organic impairment. The Wechsler-Bellevue scatter suggest chronicity of mental defectiveness and not totally due to recent brain damage as implied in the social history. The bizarre and morbid responses in the Wechsler - Bellvue and Rorschach indicate severe abnormality. He volunteered two TAT like stories to the Rorschach (about stealing and being sent to the Boys Industrial School and the other about a father beating the mother and he paying him back.)

not want to hurt his mother. He was eager that his parents not know about this. It is felt that the long time pressure from too much church attendance was responsible for John's delinquency.

Psychological: Full scale I. Q. 90, verbal I. Q. 94, performance I. Q. 88.

Arthur Age 13-9 Colored Court: Car theft and
runaway
Boy: None

Arthur is the product of an unstable family situation. He lived with his maternal grandmother. An illegitimate child, the father never accepted the financial or moral responsibility for the boy. He remained with the grandparents when the mother married. The mother died when Arthur was eight years old. He was not influenced by the step-father or father by whom he feels rejected. A good relationship existed with the grandparents, especially the grandfather. They were indulgent to the point of being overprotective. The separation and divorce of the grandparents was quite traumatic to Arthur. His home life became progressively more unhappy when the Grandmother remarried. The new husband had two daughters in early adolescence. Arthur would not accept Mr. L. in the father role and remained loyal to the real grandfather. He showed great hostility towards Mr. L's daughters and considered them as intruders. As a result of this he became a discipline and behavior problem in school and frequently ran away.

Both grandparents are gainfully employed. The home is economically above average. It ceased to be a refuge to Arthur after the L's came. The car theft was incidental to the effort to run away from home. He attended church every Sunday and this seemed to mean a lot to him.

Arthur is warm and outgoing in his personality and is quite amenable to counseling. All his adult relatives show an active interest in him and visit frequently. All have expressed guilt feelings in contributing to maladjustment in the broken home situation. The grandmother is not always realistic in her relationship with the school (expects special privileges, passes, etc.) and must constantly be reminded of the rules.

Arthur expresses negative feelings about his home town and hopes his grandmother will move away. His closest friend is a white boy the same age. A racial barrier was erected when they were refused admittance to public places together. The grandmother supported this idea and many difficulties have arisen in the community due to this racial discrimination. He is aware that a return to Lawrence may cause complications.

Psychological: Arthur dislikes school; not because the work is difficult, but because he is restless. He received average grades and was considered bright, restless, and impatient. He was unmotivated in any area connected with school activities and would only tolerate them.

The Wechsler-Bellevue full scale I. Q. was 122 (verbal 109, performance 129). He is negativistic and irritable and views his environment as being hostile and threatening without understanding. There is a need for friendship, but he is unable to accept it at the

present because of his caution and suspiciousness of people. His feelings about his environment are based on reality and projection of his own hostile feelings. He lacks enthusiasm and retreats from situations. He fails to persevere on problems which are even moderately difficult. There is a proneness to be impulsive and relatively uncritical about his behavior.